

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDSE 5324 Designing Instructional and Behavioral Programs for Special
Populations

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Major program designs, curricular goals, content and instructional strategies effective for students within high incidence populations with learning and behavioral disabilities including Multi-Tiered Systems of Support (MTSS) across content areas.

B. LEARNING OBJECTIVES

1. Understand the characteristics of students with learning disabilities and behavioral disorders and the supporting role of special education.
2. Demonstrate understanding of Individualized Education Programs (IEPs) and instruction to support learning in the classroom.
3. Know legislation, procedures, and practices supporting effective Response to Intervention (RtI) model and multi-tiered systems of support.
4. Understand the critical components of assessing and instructing students with learning and behavior difficulties in core academic skill and content areas.
5. Utilize various scientifically based research strategies proven effective for teaching students with learning and behavior problems.
6. Apply Universal Design for Learning (UDL), Differentiated Instruction (DI), and Assistive Technology(AT) to core academic skill and content areas for increased student engagement and achievement.
7. Understand the special education teacher's role in supporting inclusion and strategies in a variety of delivery models.
8. Understand the value of family involvement in all aspects of the education process of children with learning and behavior difficulties.
9. Demonstrate collaboration skills in working with multiple stakeholders to enhance opportunities for students with exceptional learning and behavioral needs.
10. Engage in professional activities that benefit students with learning disabilities and behavioral disorders.

C. LECTURE OR DISCUSSION TOPICS

- Monitoring and Teaching for Understanding
- Approaches to Learning and Teaching
- Response to Intervention and Multi-Tier System of Support
- Managing Behavior
- Co-teaching and Collaborating
- Assessing and Teaching Oral Language
- Assessing and Teaching Reading
- Assessing and Teaching Reading: Fluency and Comprehension
- Assessing and Teaching Writing and Spelling
- Content Area Learning and Vocabulary
- Evidence-Based Practices (EBP)
- Assessing and Teaching Mathematics
- Functional Behavioral Assessment (FBA)
- Lesson Planning

D. REQUIRED OR RECOMMENDED READINGS

Vaughn, S., & Bos, C. (2020). *Strategies for teaching students with learning and behavior problems* (10th ed.). Pearson

Gibb, G., & Taylor, T. (2022). *IEPs: Guide to writing quality Individualized Education Programs* (4th ed.). Pearson.

Other materials: Other materials and relevant articles will be posted on Blackboard.